State of New Jersey
2014-15

29-0770-030

OVERVIEW

CENTRAL REGIONAL HIGH SCHOOL

OCEAN

509 FOREST HILLS PARKWAY

GRADE SPAN   09-12

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BAYVILLE, NJ 08721

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.
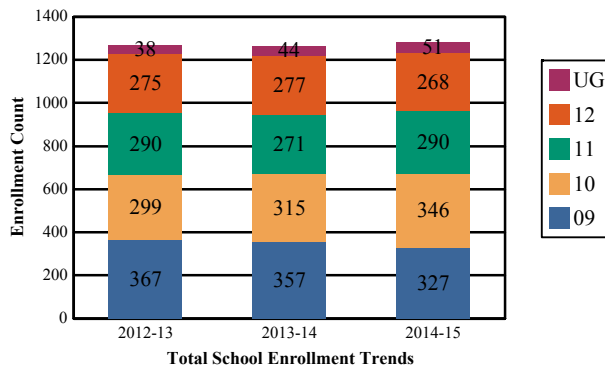
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

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DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.
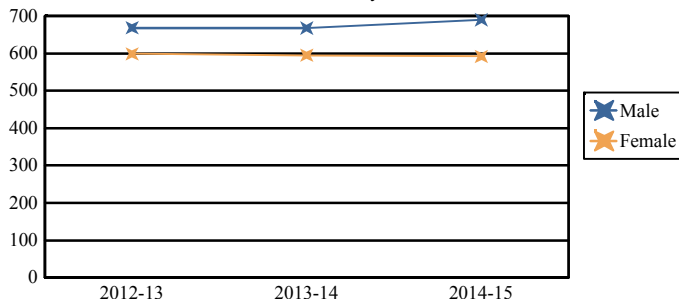

Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,268
2013-14	1,263
2014-15	1,282

Enrollment by Gender

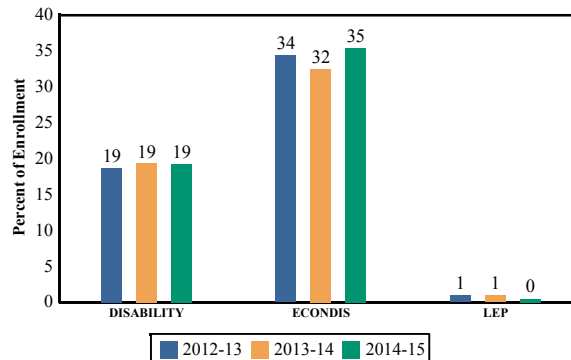This graph presents the count of students by gender who were 'on roll' in October of each school year.

	Male	Female
2012-13	669	599
2013-14	668	595
2014-15	690	592

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

Current Year Enrollment by Program Participation		
2014-15	**Count of Students**	**% of Enrollment**
Students with Disability	247	19%
Economically Disadvantaged Students	454	35.4%
English Language Learners	6	0.5%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.
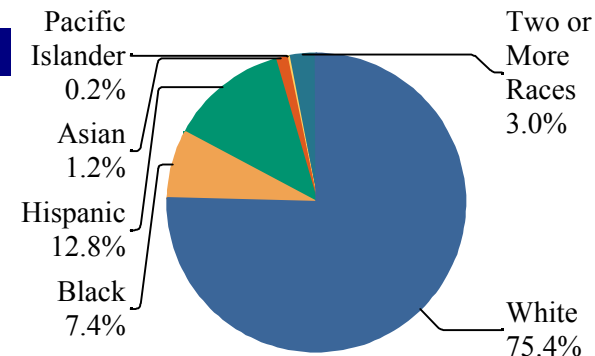
Legend: White, Black, Hispanic, Asian, American Indian, Pacific Islander, Two or More Races

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	92.8%
Spanish	4.9%
Chinese	0.4%
Arabic	0.3%
Indic languages	0.2%
Polish	0.2%
Other	1.3%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	13%	3	10
Math Met or Exceeded Expectation	16%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	422	12.5%	95%	68.8%	NO
White	316	12.3%	95%	67.7%	NO
African American	35	11.4%	95%	71.2%	NO
Hispanic	50	10%	95%	70.5%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	146	13%	95%	67.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	411	15.8%	95%	71.2%	NO
White	310	16.5%	95%	70.2%	NO
African American	-	-	--	--	--
Hispanic	51	11.8%	95%	73.7%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	136	12.5%	95%	69.8%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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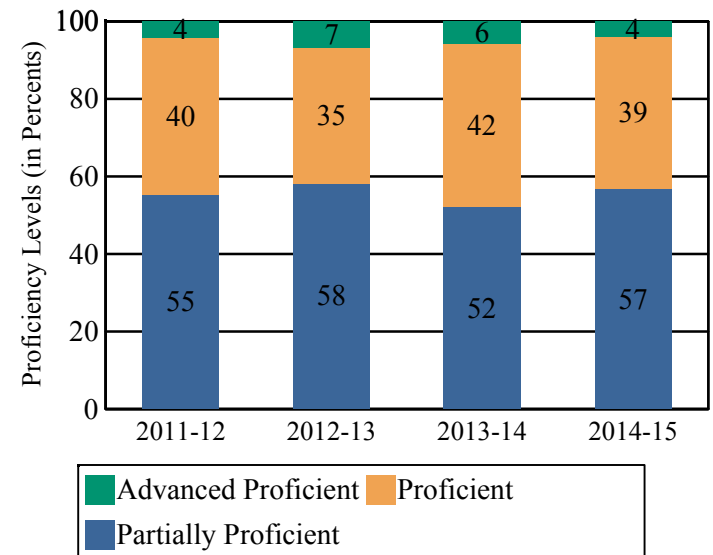
Proficiency Outcomes - Biology

This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	4%	39%	57%
White	4%	41%	56%
African American	-	-	-
Hispanic	0%	38%	62%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	14%	86%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	28%	69%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.

Year	Advanced Proficient	Proficient	Partially Proficient
2011-12	4	40	55
2012-13	7	35	58
2013-14	6	42	52
2014-15	4	39	57

Proficiency Levels (in Percents)

Legend: Advanced Proficient, Proficient, Partially Proficient

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (*Min. 650*)	**Level 2:** Partially Met Expectations	**Level 3:** Approached Expectations	**Level 4:** Met Expectations	**Level 5:** Exceeded Expectations (*Max. 850*)

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	709	739	45%	21%	20%	12%	2%	14%	41%
White	159	709	746	45%	22%	20%	12%	1%	13%	47%
African American	18	709	723	50%	17%	17%	6%	11%	17%	23%
Hispanic	29	701	725	48%	21%	21%	10%	0%	10%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	81	698	724	56%	20%	12%	12%	0%	12%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	204	704	735	47%	20%	22%	10%	0%	11%	38%
White	157	706	741	45%	20%	24%	11%	1%	11%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	21	692	720	52%	19%	19%	10%	0%	10%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	64	701	718	52%	25%	11%	13%	0%	13%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	139	725	741	24%	24%	27%	24%	1%	26%	42%
White	92	724	745	25%	25%	26%	23%	1%	24%	46%
African American	12	724	727	17%	25%	25%	33%	0%	33%	27%
Hispanic	25	728	731	24%	16%	36%	20%	4%	24%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	25	699	712	56%	12%	20%	12%	0%	12%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	41	718	730	32%	17%	27%	22%	2%	24%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.

AP ENG LANG   0   48   38   15   0

Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	40	52.5%	2.68	3.36

- **Data is suppressed to protect the confidentiality of the students.**

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	196	712	740	32%	34%	24%	10%	0%	10%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	13	713	722	31%	23%	31%	15%	0%	15%	20%
Hispanic	27	710	725	44%	26%	19%	11%	0%	11%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	72	704	725	47%	28%	15%	10%	0%	10%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	182	716	728	23%	43%	23%	11%	0%	11%	21%
White	139	718	731	21%	41%	27%	11%	0%	11%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	60	712	718	30%	47%	13%	10%	0%	10%	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	725	721	24%	21%	26%	29%	0%	29%	24%
White	80	729	725	20%	24%	20%	36%	0%	36%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	12	720	706	33%	0%	50%	17%	0%	17%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	25	712	705	44%	12%	24%	20%	0%	20%	9%

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COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	62%	16	16	80%	NO
Percent of Students Participating in PSAT or PLAN	54%	29	24	60%	NO
Percent of Students Scoring Above 1550 on SAT	35%	71	47	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	17%	61	39	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	52%	39	38	75%	NO
Summary		43	33		0%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	60.1%	71.3%	79.1%
Participating in ACT	14.6%		25.2%
Participating in PSAT or PLAN	53.9%	71.1%	79.6%
Participating in Dual Enrollment	4.1%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	26.0%	27.4%	36.3%
One or More Test	19.4%	22.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	16.8%	18.2%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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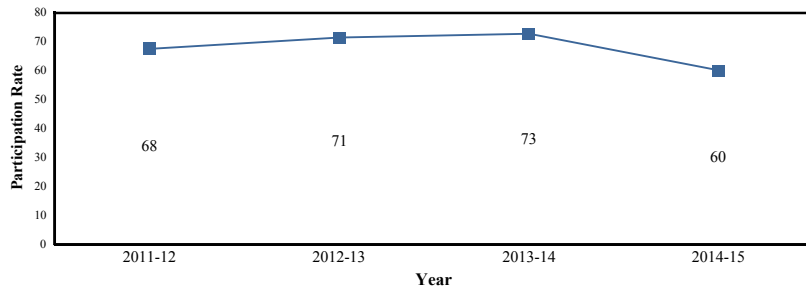OCEAN

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Participation Trends - SAT Testing

Participation Trends - SAT Testing
This graph presents the participation rate in the SAT over the last four years.
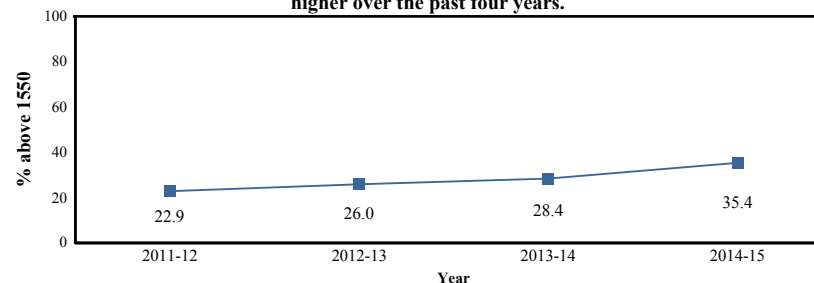

AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP >= 3 and scored IB >= 4.

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests >= 3 or IB Test >= 4	50.0%	59.0%	72.4%
Percent of Scores in AP >= 3 or IB >= 4 in English, Math, Social Studies or Science	52.1%	55.3%	69.7%

Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	35.4%	30.0%	43.8%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,446	1,407	1,508
Critical Reading	474	464	496
Mathematics	506	482	518
Writing	466	461	494

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	530	580	520
50th Percentile	480	500	460
25th Percentile	410	440	410

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COLLEGE AND CAREER READINESS

CENTRAL REGIONAL HIGH SCHOOL

OCEAN

GRADE SPAN   09-12

509 FOREST HILLS PARKWAY

CENTRAL REGIONAL

BAYVILLE, NJ 08721

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	56	20
AP English Language and Composition	41	43
AP Psychology	33	33
AP English Literature and Composition	28	28
AP Biology	18	17
AP Calculus AB	17	18
AP Physics B	13	
AP Chemistry	13	13
AP Environmental Science	7	7
AP Music Theory	4	4
AP Physics 1		13
AP Spanish Language		1

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	6.7%	17.8%
Visual Arts	20.6%	31.7%
Total: All Visual and Performing Arts	26.9%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	3.5%	18.3%
Structured Learning Experience	9.5%	7.0%

N/R - Data Not Reported

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GRADUATION AND POSTSECONDARY

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	84%	20	17	78%	YES
Dropout Rate	1.7%	29	18	2%	YES
SUMMARY - Graduation & Post-Secondary		25	18		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

|	School	State Target
Schoolwide	84%	78%
White	85%	
African American	-	
Hispanic	84%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	71%	
English Language Learners	-	
Economically Disadvantaged Students	76%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	1.7%	2%
White	1.3%	
African American	2.1%	
Hispanic	4.1%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	0%	
Students with Disability	3.8%	
English Language Learners	-	
Economically Disadvantaged Students	2.3%	

GRADUATION AND POSTSECONDARY

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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.

EXEMPT
10.8

OTHER
6.7

HSPA
82.6

HSPA   OTHER   EXEMPT
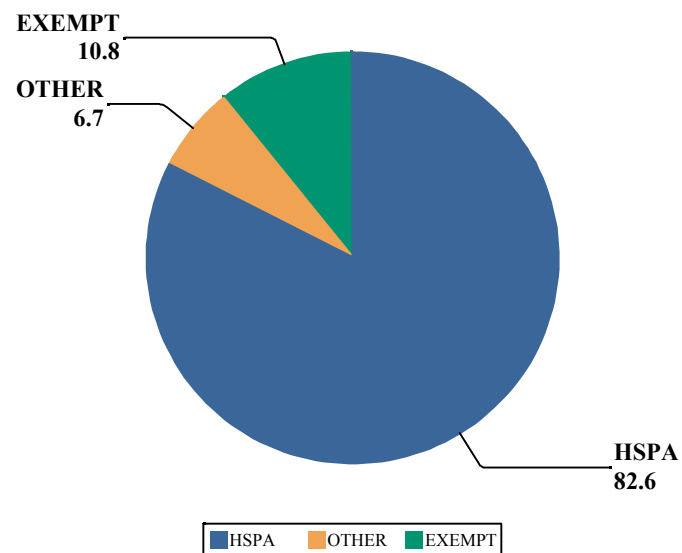
Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	83%	84%
2013	85%	87%
2014	86%	88%
2015	84%	

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Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	**78.5%**	**34.3%**	**64.7%**
Schoolwide	68%	54.7%	45.3%
White	67.6%	50.7%	49.3%
African American	-	-	-
Hispanic	77.1%	74.1%	25.9%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	40%	94.4%	5.6%
English Language Learners	-	-	-
Economically Disadvantaged Students	65.1%	64.8%	35.2%

WITHIN SCHOOL ACHIEVEMENT GAP

OCEAN

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	733	766
50th	704	739
25th	678	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

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WITHIN SCHOOL ACHIEVEMENT GAP
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Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	735	766
50th	701	733
25th	672	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	63	67

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	764	793
75th	733	747
50th	713	726
25th	700	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	37

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	749	768
50th	725	740
25th	701	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	813
75th	753	748
50th	728	718
25th	702	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	56

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SCHOOL CLIMATE

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 33 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 36 Mins.
Shared Time	4 Hrs. 0 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	18.5%

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	214

SCHOOL PEER GROUP — CENTRAL REGIONAL HIGH SCHOOL

OCEAN — 509 FOREST HILLS PARKWAY

CENTRAL REGIONAL — GRADE SPAN 09-12 — BAYVILLE, NJ 08721

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNER	SPECIAL EDUCATION
ATLANTIC	EGG HARBOR TWP	EGG HARBOR TOWNSHIP HIGH SCHOOL	01-1310-005	09-12	47%	1.6%	10.5%
ATLANTIC	GREATER EGG HARBOR REG	ABSEGAMI HIGH SCHOOL	01-1790-040	09-12	46%	1.3%	18%
ATLANTIC	GREATER EGG HARBOR REG	CEDAR CREEK HIGH SCHOOL	01-1790-060	09-12	41.2%	0.4%	16.5%
ATLANTIC	GREATER EGG HARBOR REG	OAKCREST HIGH SCHOOL	01-1790-050	09-12	51.1%	3.5%	18.6%
BERGEN	ELMWOOD PARK	MEMORIAL SENIOR HIGH SCHOOL	03-1345-050	09-12	46.2%	2.8%	13.4%
BURLINGTON	MAPLE SHADE TWP	MAPLE SHADE HIGH SCHOOL	05-3010-030	07-12	43.8%	2.6%	20.9%
BURLINGTON	PALMYRA BORO	PALMYRA HIGH SCHOOL	05-3920-050	07-12	40.1%	0.2%	16.2%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE HIGH SCHOOL	05-4450-050	09-12	47%	2.8%	20.2%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD HIGH SCHOOL	07-0940-030	09-12	46.8%	2.9%	16.6%
CAMDEN	STERLING HIGH SCHOOL DIST	STERLING HIGH SCHOOL	07-5035-050	09-12	31.4%	0.3%	17.9%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP HIGH SCHOOL	09-3130-050	09-12	37.2%	0.4%	19.2%
CHARTERS	BERGEN ARTS AND SCIENCES CS	BERGEN ARTS AND SCIENCES CS	80-6013-900	KG-12	55.2%	2.6%	4.1%
CHARTERS	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	80-6018-900	06-12	39.2%	0%	7%
CUMBERLAND	VINELAND CITY	VINELAND SENIOR HIGH SCHOOL	11-5390-050	09-12	62.3%	4.8%	18.9%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD HIGH SCHOOL	13-0410-020	09-12	49.5%	2.7%	16.8%
GLOUCESTER	GATEWAY REGIONAL	GATEWAY REGIONAL HIGH SCHOOL	15-1715-050	07-12	34.3%	0.4%	17.1%
GLOUCESTER	GLASSBORO	GLASSBORO HIGH SCHOOL	15-1730-050	09-12	37.1%	0.7%	21%
MERCER	EWING TWP	EWING HIGH SCHOOL	21-1430-050	09-12	42.7%	1.3%	15.9%
MERCER	HAMILTON TWP	HAMILTON NORTH-NOTTINGHAM	21-1950-055	09-12	53.1%	2.3%	14.1%
MIDDLESEX	DUNELLEN BORO	DUNELLEN HIGH SCHOOL	23-1140-040	09-12	44.3%	2.7%	8.7%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE WAR MEMORIAL HIGH SCHOOL	23-4660-050	09-12	37.6%	1.4%	13.6%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY MIDDLE/HIGH SCHOOL	23-4830-030	06-12	42.2%	1.6%	13.7%
MIDDLESEX	WOODBRIDGE TWP	WOODBRIDGE HIGH SCHOOL	23-5850-050	09-12	42%	2.1%	12.1%

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SCHOOL PEER GROUP

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OCEAN	BARNEGAT TWP	**BARNEGAT HIGH SCHOOL**	29-0185-030	09-12	33.1%	0.9%	13.3%
OCEAN	CENTRAL REGIONAL	**CENTRAL REGIONAL HIGH SCHOOL**	29-0770-030	09-12	35.4%	0.5%	17.3%
OCEAN	PINELANDS REGIONAL	**PINELANDS REGIONAL HIGH SCHOOL**	29-4105-050	10-12	36%	1.1%	13.6%
PASSAIC	CLIFTON CITY	**CLIFTON HIGH SCHOOL**	31-0900-030	09-12	55.8%	4.9%	12%
SALEM	PITTSGROVE TWP	**ARTHUR P SCHALICK HIGH SCHOOL**	33-4150-040	09-12	32.9%	0%	10.9%
UNION	HILLSIDE TWP	**HILLSIDE HIGH SCHOOL**	39-2190-050	09-12	63.8%	4.6%	10.6%
UNION	LINDEN CITY	**LINDEN HIGH SCHOOL**	39-2660-050	09-12	58.2%	3.9%	13.5%
WARREN	PHILLIPSBURG TOWN	**PHILLIPSBURG HIGH SCHOOL**	41-4100-050	09-12	31.4%	0.5%	13.4%